RHB 383: Psychosocial Aspects of Disability  
Spring 2011  
Meets MWF from 12-12:50 in HSTC-317

Instructor: Alan Larson, Ph.D., CRC  
Office: Human Services Building, Room 211  
Office Hrs: MWF: 10-12, 1-2  
Th: 3-4  
Or by appointment  
Phone: (936) 468-1150  
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Course Description: This course will discuss the psychological and social aspects of disability in both the broad terms of how society deals with disabled persons and in the more specific terms of how an individual adjusts both to his/her disability and to society’s attitudes about disability.

Learning Goals & Objectives: 
The overall goal of this course is to provide knowledge about and sensitivity to the psychological and social aspects of various disabilities as a crucial step in the development of ethical and effective professional behavior in the helping professions generally and rehabilitation profession specifically.

Specific learning objectives are to demonstrate understanding of the following:
1. Psychological effects of disability and the process of adjustment  
2. Society’s response to disability and the disabled person  
3. Medical aspects of the major disabling conditions affecting individuals  
4. Specific psychosocial aspects of the major disabling conditions with corresponding practical strategies for professionals

SACS Learning Outcomes
1. Students will use basic writing skills for clear, concise, and accurate case reporting.  
2. Students will be able to know and communicate an intermediate level of knowledge regarding medical and psychosocial aspect of specific disabilities.

Textbooks:

Course Activities: 
This course will be intensive lecture and discussion, with additional outside assignments.
Examinations (650 points)
20 quizzes on My Blackboard covering online med aspects = 200 pts
4 quizzes in class covering book and class rehabilitation aspects = 200 pts
1 exam in class covering psychology of disability = 100 pts
1 take-home exam primarily covering the Stano text = 100 points
1 take-home test on eligibility determination = 50 points

Homework (100 points)
Independent research (50 points): Students will be assigned the following five (5) topics. Students are to type out their research findings and turn in these one-page long papers online for grading.
- TBI injury effects
- Mental illness symptoms assessment
- Psychosocial issues of ADHD
- Psychosocial issues of learning disabilities
- Psychosocial issues of (choose one) asthma, anorexia/bulimia, or Parkinson’s disease

Workshops (50 points): Students will be assigned five (5) discussion questions about the psychology of disability involving various case scenarios. Students are to type out their answers and turn in these one-page long papers online for grading.

Class Participation (100 points) includes:
- Attendance (being in class) and Promptness (being on time to class) = 66 pts
- Participation Do’s and Don’ts = 34 pts
  - Examples of Participation Do’s are:
    - Speaking up in class with questions
    - Demonstrating knowledge of material in response to questions
    - Participating appropriately in class discussion or other activities
  - Examples of Participation Don’ts are:
    - Not speaking up at all in class, ever
    - Not dominating class discussions or other activities
    - Not having side conversations during class
    - Not texting or paying attention to your phone in any way

Interview & Presentation (100 points): Each student will interview a person with a disability. This person can be any adult with a disability. It can be a student, a relative, a friend, or a stranger (not encouraged). The interview should be done in person and not via any electronic device such as phone, computer, instant messaging, or email. The content of the interview will consist of the following questions:
1. Demographic information (age, gender, ethnicity, type of disability, age of onset)
2. How does the person’s disability affect them?
3. What benefits does the person feel, if any, from his or her disability?
4. What is the biggest problem/challenge/barrier the person faces?
5. What would the person like to see changed that would improve his or her life with a disability?
6. Describe how the most pertinent psychology of disability concepts covered in this class as they apply to your interview subject

Once the interview has been conducted, the student will prepare a 10-minute presentation summarizing the person’s answers to the above five questions and your analysis of question #6. The presenter should try to use the person's own words as much as possible (i.e., quotes). This means preparation will be essential!! The presenter should also be prepared to discuss, at length, the person they interviewed.

Eligibility Determination Project (50 points): The purpose of this project is to replicate a professional report documenting a person’s disability-related impediments to employment, thus making them eligible for rehabilitation services from Texas Department of Assistive and Rehabilitative Services (DARS). It will involve a detailed interview (see protocol on pp. 161-162) followed by an analysis and synthesis of the information gained from that interview as it applies to the employment barriers specific to that person. An Eligibility Determination form will be provided.

*It is important to note that the interviewee for the presentation and the disability determination should be the same person, but these are completely different assignments covering completely different sets of information. Do Not present on eligibility or report on the psychosocial questions. Do Not give your analysis in the presentation and Do Not rely on only the person’s own words in the report.*

Tips for papers
- Spelling, grammar, punctuation, and composition count in your grade
- Use spell check!!
- Edit your paper!! This does not mean just using spell check, but actually reading and revising your paper multiple times so that it looks and sounds good
- Go to the ARC for help if you need it
- DO NOT turn in your paper with anything more than a paper clip or staple holding it together (NO binders, folders, or other fancy device of any kind!!)
- This is a Wikipedia-free zone!!!!

* Projects are due by 5:00pm of the deadline day. 10 points per day will be deducted from the grade of late papers.

Grading Criteria
A = 1000 - 900 points
B = 899 - 800 points
C = 799 - 700 points
D = 699 - 600 points
E = 599 or below
### IN CLASS Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1/19</td>
<td>Introduction to the course</td>
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<tr>
<td>1/21</td>
<td>Nervous system disorders, day 1</td>
<td>Handbook #s</td>
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<tr>
<td>1/24</td>
<td>Day 2</td>
<td>13, 24, 25,</td>
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<td>1/26</td>
<td>Day 3</td>
<td>26, 35, 40, 41</td>
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<td>1/28</td>
<td>Day 4</td>
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<tr>
<td>1/31</td>
<td><strong>IN CLASS Quiz on nervous systems disorders</strong></td>
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<tr>
<td>2/2</td>
<td>Musculoskeletal system disorders, day 1</td>
<td>Handbook #s</td>
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<tr>
<td>2/4</td>
<td>Day 2</td>
<td>6, 7, 23, 28,</td>
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<tr>
<td>2/7</td>
<td>Day 3</td>
<td>38, 39</td>
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<tr>
<td>2/9</td>
<td>Day 4</td>
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<tr>
<td>2/11</td>
<td><strong>IN CLASS Quiz on musculoskeletal disorders</strong></td>
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<td>2/14</td>
<td>Mental health, day 1</td>
<td>Handbook #s</td>
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<tr>
<td>2/16</td>
<td>Day 2</td>
<td>1, 4, 31, 34</td>
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<td>2/18</td>
<td>Day 3</td>
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<td>2/21</td>
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<td>2/23</td>
<td>Day 5</td>
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<td>2/25</td>
<td><strong>IN CLASS Quiz on mental health</strong></td>
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<td>2/28</td>
<td>Sensory disorders, day 1</td>
<td>Handbook #s</td>
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<tr>
<td>3/2</td>
<td>Day 2</td>
<td>19, 42</td>
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<td>3/4</td>
<td>Day 3</td>
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<tr>
<td>3/7</td>
<td>Other disorders, day 1</td>
<td>Handbook #s</td>
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<td>3/9</td>
<td>Day 2</td>
<td>11, 15, 21</td>
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<td>3/11</td>
<td>Day 3</td>
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<td>3/14-18</td>
<td><strong>Spring Break – no class!!!!</strong></td>
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<td>3/21</td>
<td>Assistive Technology</td>
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<td>3/23</td>
<td><strong>IN CLASS Quiz on sensory &amp; other disorders</strong></td>
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<td>3/25</td>
<td>Stigma</td>
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<td>3/28</td>
<td>Public perception of people with disabilities</td>
<td>Stano 3</td>
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<td>Date</td>
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<td>Stano</td>
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<td>3/30</td>
<td>Disability reaction variables</td>
<td>Stano 1</td>
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<td>4/1</td>
<td>Disability reaction models</td>
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<td>4/4</td>
<td>Disability identity</td>
<td>Stano 4</td>
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<td>4/6</td>
<td>Self-concept and self-esteem</td>
<td>Stano 5</td>
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<td>4/8</td>
<td>Coping</td>
<td>Stano 6</td>
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<tr>
<td>4/11</td>
<td>Uncertainty and resilience</td>
<td>Stano 7</td>
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<tr>
<td>4/13</td>
<td>Friendship, sex, and recreation</td>
<td>Stano 8</td>
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<td>4/15</td>
<td>The family</td>
<td>Stano 9</td>
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<tr>
<td>4/18</td>
<td>Working</td>
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<td>4/20</td>
<td><strong>IN CLASS Psychology of disability exam</strong></td>
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<td>4/22-25</td>
<td><strong>Easter break – no class!!</strong></td>
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<tr>
<td>4/27</td>
<td>Student presentations</td>
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<td>4/29</td>
<td>Student presentations</td>
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<td>5/2</td>
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<tr>
<td>5/6</td>
<td>Student presentations</td>
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**Online Quiz Calendar:** All online quizzes are available ONLY on the days that the topic is covered in lecture according to the calendar above.

Learning Modules – The Nervous system:
1. Brain anatomy
2. Traumatic brain injury and stroke
3. Seizure disorders
4. Cerebral palsy
5. Mental retardation
6. Multiple sclerosis

Learning Modules – The Musculoskeletal system:
7. Spinal cord injury
8. Chronic pain
9. Amputations
10. Arthritis

Learning Modules – Mental health:
11. Addiction
12. PTSD
13. Schizophrenia
14. Depression
15. Bipolar

Learning Modules – Sensory disorders:
16. Blindness and low vision
17. Deaf and hard of hearing

Learning Modules – Other disorders:
18. Diabetes mellitus
19. HIV/Aids
20. Cardiovascular disorders

Potential for Course Changes
All of the above is subject to change depending on course needs and circumstances. Should any changes be necessary, students will be informed in writing as promptly as possible.

Course Evaluation:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Student Ethics and Other Policy Information

Academic Integrity: It is the responsibility of the student to abstain from cheating. Dishonesty of any kind with respect to examinations, written assignments [completed] in or out of class, alteration of records, or illegal possession of current examinations or keys to examinations shall be considered cheating. . . Courteous and honesty require that any ideas or materials borrowed from another must be fully acknowledged. Offering the work of another as one's own is plagiarism. The subject matter of ideas thus taken from another may range from a few sentences or paragraphs to entire articles copied from books, periodicals, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment is also considered plagiarism. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism.
It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

**Students with Disabilities:** In accordance with University policy, students with disabilities who need accommodations are expected to initiate a meeting with the professor immediately upon registering with Disability Services to discuss how accommodations included on the Special Accommodation Request form will be provided. Students with disabilities who may have special needs and have not requested support services should seek assistance through Disability Services.

To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

**Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Electronic Devices:** Out of respect for the learning environment, please turn off all electronic devices prior to entering the classroom. This does not mean place them on vibrate. Students should also refrain from sending or receiving text messages during class.

Last but not least, this class is a Wikipedia-free zone!!!!!!